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ABSTRACT

What works and does not work in school systems, colleges, and businesses is discussed with a focus on curriculum in the schools and other organizations. Organizational studies were completed in several school systems nationwide. Ten chapters look at the following: (1) curriculum management (the case of the academy, what curriculum is, the nature of school structure and organization, teacher autonomy and authority in schools, some constructs about curriculum in schools); (2) the concept of quality control (curriculum design and delivery, quality control as a concept, curriculum design, curriculum delivery); (3) resolving design and delivery problems (factors in the environment which require quality control, quality control in school settings, delivery problems); (4) curriculum validation (educational conservatism, liberalism, liberationism, and anarchism, procedures for validation, the social utilitarian view, the phenomenological view, the dominant approach, major steps in the process of needs assessment); (5) curriculum alignment (transfer of training as the critical assumption, two types of curriculum alignment, procedures, problems); (6) functional curriculum guides (cycle of basic curriculum design activities, steps in developing functional guides, problems with work design); (7) curriculum mapping (the context, the basic elements, technical difficulties, the dimensions, other descriptive mapping concepts, mapping in the school of the future); (8) curriculum balance (definitions, the importance of outcomes in determining balance, the problem of time, the problem of the co-curriculum, an approach towards determining balance); (9) curriculum auditing (precedents, a model for auditing, standards, format, the power of the audit, common mistakes in undertaking audits); and (10) curriculum evaluation (the framework, evaluation of work design, evaluation of the work performed, work measurement, looking at the total work flow, using results as an indicator of quality work design and work flow). A dialogue with the author follows each chapter; it answers common questions and lists additional activities. Contains approximately 500 references. (SM)